DOCUMENT RESUME

ED 151 112 RC 010 331

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TITLE Final Evaluation and Monitoring Report of Demonstration Project for Adult Education "Mobilizing Adult Basic Education".
INSTITUTION Millville Public Schools District, N.J.
PUB DATE 19 Dec 77
NOTE 22p.

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Adult Education; Advisory Committees; Attendance Records; Budgets; Classroom Environment; Community Involvement; Community Resources; Costs; Counseling; *Demonstration Projects; *Instruction; *Program Administration; *Program Evaluation; Recordkeeping; Recruitment; *Rural Population; Student Records; Tests
IDENTIFIERS *New Jersey

ABSTRACT

A demonstration adult education project aimed at a rural New Jersey population and involving class sessions 1 evening per week at 6 sites (N=85 students, including 65 caucasians, 10 blacks, and 10 Hispanic) was evaluated in terms of compliance, process, and performance. Compliance monitoring included examination of: visitations; budget; staff records; student records; recruiter/counselor activities; publicity; advisory committee/community involvement. Compliance monitoring was given a rating of one (excellent compliance with project objectives). Performance monitoring was rated on the basis of: adherence to project objectives; test results; program administration; staff training; utilization of advisory committee; student attendance. Performance monitoring also received a rating of one. Process monitoring was judged by establishment and maintenance of class environment and effectiveness of instructional approaches, methodology, and materials. Process monitoring received a one rating as well. Among the more specific findings were: most participants had gained an average of two years growth during the period of instruction; average cost per instructional hour per participant was $3.97; there was considerable difficulty in the establishment of the English as a Second Language component; there was excellent utilization of the advisory committee; use of peer teachers and volunteers facilitated positive participative student attitudes. (JC)

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# FINAL EVALUATION AND MONITORING REPORT OF DEMONSTRATION PROJECT FOR ADULT EDUCATION "MOBILIZING ADULT BASIC EDUCATION"

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RC010331

## INTRODUCTION

This final report of the monitoring and evaluation of the Demonstration Project in Adult Education, "Mobilizing Adult Basic Education", is submitted in compliance with the timetable as listed in the Evaluation Design.

The third party evaluator's functions are listed in the proposal submitted to the New Jersey State Department of Education, Division of Field Services for the project entitled "Mobilizing Adult Education". The functions are seen to be as follows:

1. Evaluation of project organization and administration.
2. Evaluation of program development, instructional environment, staff development, materials and curriculum.
3. Evaluation of student evaluation process.
4. Development and implementation of instrument(s) for total evaluation of the project.
5. Visitations, on a quarterly basis, to monitor program activities and instruction at the class sites.
6. Preparation of quarterly evaluation reports based upon program visitations and consultants with project staff.

According to the proposal submitted, objectives and operating procedures were essentially the same for all the centers established in compliance with the proposal's prime objective: to take adult education to the target population. Centers were established at each of the following locations:

1. Cedarville
2. Haleyville
3. Millville

4. Port Norris

5. Port Elizabeth

6. Woodbine

At each center, classes were in session one(1) evening per week for a period of two hours. It should be noted that the instructor continued a program of instruction for two students in Port Norris by going to individual student homes.

PROCEDURE

It was the decision of the evaluation and project staff that the evaluation design would include attention to: (1)compliance monitoring; (2)process monitoring; (3)performance monitoring.

Compliance Monitoring, for the purpose of this report, shall consist of an examination of the following:

1. Visitations
2. Budget
3. Staff Records
4. Student Records
5. Recruiter/Counselor Activities
6. Publicity
7. Advisory Committee/Community Involvement

Performance Monitoring is rated on the basis of:

1. Adherence to Project Objectives
2. Test Results
3. Program Administration
4. Staff Training
5. Utilization of Advisory Committee
6. Student Attendance

Process Monitoring shall be judged by:

1. Establishment and maintenance of class environment.
2. Effectiveness of instructional approaches, methodology, materials.

To indicate the level of achievement observed in the aforementioned three areas, a graduated scale shall be used for purposes of rating the project. The scale shall be constructed on a five-point continuum on the following basis:

1. Excellent compliance with Project Objectives
2. Adequate compliance with Project Objectives
3. Questionable compliance with Project Objectives
4. Inadequate compliance with Project Objectives
5. Unsatisfactory compliance with Project Objectives

FINAL REPORT DATA

I. Compliance Monitoring

In general, this area is given a rating of one(1)

A. Visitations

Both the director and the instructor were open and willing to have visitations made to classes at all times. The evaluator had complete freedom to observe and talk to students. In addition to site visits, conferences were scheduled to discuss the program observations with the staff. Staff always tried to provide all information records, etc. that were requested.

B. Budget

Financial records seemed to reveal that expenditures were consistent with accepted practices.

C. Staff Records

Position descriptions, staff schedules related to program instruc-

tion, and other program activities, scheduled related to Pre-Service and In-Service training were included in the records and were readily available at all times. The records were of invaluable help during conferences because they yielded information that could be utilized in making suggestions for changed when necessary.

D. Student Records

Student Records were meticulously kept. Test dates, enrollment records, and instructional plans were maintained for every student. Included in the reports about students was the subjective data regarding strengths and weaknesses, good events, problems, etc. that are important in designing plans to meet the needs of students.

E. Recruitment/Counselor Activities

Staff were diligent in their effort to recruit students; they utilized personal contacts with community persons, knocked on doors, contacted churches, PTA's and other community organizations. Announcements in church bulletins, posters, and other printed materials were utilized, but it was decided that printed materials were the least effective because of the reading level of the prospective participants, poor response to newspapers in the area, and observed habits of the population. Radio announcements did prove to be effective.

The success of the recruitment effort seems to illustrate that excessive use of the printed materials may be inappropriate in rural areas, and that personal contacts and utilization of community resources is more effective.

It is suggested that perhaps a more formal counselor component might be included in programs such as this one to assist instructors in referrals and follow-up activities.

F. Publicity

Newspaper articles, radio announcements, displays of class activities in the community sites where classes were held served to yield favorable publicity for the program. The personal contacts to obtain sites and to recruit students also enabled staff to publicize the program.

G. Performance Monitoring

A. Adherence to Project Objectives

In general, project objectives as delineated in the proposal were adhered to during the length of the program. Satellite units were established, an individualized curriculum was established and students were able to enter the program at anytime. Testing was accomplished as listed in the proposal, and students were re-cycled as planned when necessary.

ESL - much difficulty was encountered in the establishment of the ESL component. Only one site was initiated and after 4 weeks of instruction; eliminated because of non-attendance of students. Further recruitment was hampered by the fact that a local civil disturbance resulted in a tempory curfew being effected by local authorities. No additional ESL sites were identified.

The Recruitment component was perceived as having met all the criteria established in the objectives listed.

B. Test Results

The test results indicated that most participants had gained an average of two years growth during instruction. A total of eighty-five (85) students were enrolled in the program. Of that number, sixty-five (65) were caucasian, ten (10) were black, and ten (10) were Hispanic. Thirty (30) of the eighty-five students had progressed to the GED level by the end of the project period; the entry level achievement scores of the students in this group ranged from 4.5 to 10th level. Fifty-five (55) of the students made an average gain of 2.1 grade levels in achievement during instruction. Of the 55 students, six (6) were in the ESL instructional area and no gain for those students was recorded because of the brevity of the instructional period.

C. Program Administration

This area is rated as excellent. Supervision was effective and efficient: reports were prepared on time; information was readily available and accessible to program for visitations by the evaluator and State Department of Education personnel was always available. Fiscal information was produced upon request. Staff indicated that the chief administrator was available to assist whenever needed.

Average costs per instructional hour per participant was $3.97. This was computed by multiplying the student ratio factor for each level (ABE, GED, ESL) by the gross instructional figure for the project and dividing it by the aggregate number of instructional hours received. On this basis the cost per instructional hour per participant in ABE is $1.76, for GED it is $1.72 and for ESL it is $8.44. If the cost factor for the ESL component is removed then the average costs per instructional hour per participant becomes $1.74.

D. Staff Training

Staff were afforded the opportunity to utilize the resources of the Glassboro Adult Education Resource Center for Pre-Service and In-Service training. Staff also utilized sessions at the Trenton Center for training purposes. Regular staff meetings and conferences with the evaluator were also seen as effective staff training efforts.

E. Utilization of Advisory Committee/Community Resources

As noted before in this report, there was excellent utilization of advisory committee. Acquisition of satellite center sites and the recruitment of students were accomplished because of the excellent work done in this area.

F. Student Attendance

Attendance was generally good, except in areas noted where the migratory life style of students affected their participation in class. Even during the severe winter weather, students tended to travel to the sites. The accessibility of instruction was perceived as a very positive factor in encouraging students to attend.

A general rating of one(1) is given in this area.

III. Process Monitoring

At all sites, it was observed that a class environment conducive to adult learning was established. Especially to be noted was staff's willingness to reach sites well before the classes were to begin so that they could start the coffee, rearrange furniture, get instructional materials and student folders set up for easy access by the students.

Rural students are often transient type persons who must travel to take advantage of job opportunities; they may also develop a transient life style because they have "free" time due to the seasonal nature of their work. Therefore, it is necessary that the learning situation be flexible enough to provide for access into instructional program at various periods of time; it is also often necessary to provide students with the flexibility that allows them to "stop out" and resume instruction at a later time. The diagnostic/prescriptive approach enabled the instructors to individualize instruction and provide the flexibility necessary for all students enrolled in the program.

The varying modes of instruction also contributed to the flexibility of the program. Peer teaching and the use of volunteers augmented the efforts of the instructors; it was also seen that the utilization of peer teaching and volunteers served to make students and community members feel that they were an integral part of the teaching/learning process.

The evaluator had some misgivings about the fact that instruction was offered once a week at each site. However, test results seem to indicate that instruction was most effective. Perhaps the fact that students helped take responsibility for their own instruction in the class situation contributed to their ability to continue studying on their own in their home environment. Instruction was offered from September to August. It should be noted that the severely cold weather of the past winter caused attendance problems for students, but attendance was fairly stable in most centers. A sustained recruitment effort is suggested for future programs of this nature to offset the expected attrition rate attendant upon such endeavors.

It was noted that requisite testing was done within the context of finding information that would be useful in helping the student. A variety of materials were utilized in preparing an individualized program for the students. Peer teaching and volunteer tutoring were utilized in addition to the individualized instruction given by staff. Students often formed their own groups and participants in a self-instruction and review approach, textbooks, kits, newspapers, the writing of personal letters, formulation of budgets, consumer education activities which required the student to report back on the success of his/her endeavors were incorporated in the instructional program.

In general, a rating of one(1) is given in this area.

CONCLUSION

The Millville Mobile Adult Education Project was perceived to be successful in achieving its major objective, to take instruction to students in rural areas. Community involvement was evidenced by the succcess of the project in its ability to mobilize resources to obtain sites for instruction. Especially noteworthy is the fact that instruction took place in various types of sites, including churches, municipal buildings, and homes. Wise utilization of advisory committee contacts, advise and assistance was an invaluable asset to the success of the project.

The project staff were conscientious, capable educators who exhibited a knowledge and understanding of the objectives of the project. The supervision was excellent and relevant to the needs of other staff and the students enrolled in the program; it was also seen that the administrator was able to relate to the community and knew how to mobilize resources to best advantage.

The Millville Mobile Adult Education Project has, in my opinion, proved to be successful in adjusting the learning environment to meet the unique needs of the rural adult student. It appears that the model developed in this project can be replicated, not only in New Jersey, but in other areas of the country where the population is rural in nature.

# APPENDIX

## Student Achievement by Center

### Port Elizabeth Center

| Student | Beginning Reading Level | Present Reading Level | Beginning Math Level | Present Math Level |
|---|---|---|---|---|
| 1 | 10th | GED | Fractions | Percents |
| 2 | Primer | 2nd | Multi-digit-Multy | Fractions |
| 3 | 2nd | 4th | Long Division | Fractions & Decimal |
| 4 | 6th | GED | Fractions | GED |
| 5 | 6th | GED | Fractions | GED |
| 6 | 5th | 7th | Fractions | Decimals |

**Average gain in reading: 2.0 Grade levels (3.3)**

### Haleyville

| | | | | |
|---|---|---|---|---|
| 1 | 6th | 8th | Fractions | Decimals |
| 2 | 7th | 9.5 | Fractions | GED |
| 3 | 1st | 4th | Long Division | Decimals |
| 4 | 5th | 8th | Mult. of Frac. | Percents |
| 5 | 4.5 | 7th | Fractions | Percents |
| 6 | 5 | GED | Fractions | GED |
| 7 | 7.5 | GED | Fractions | GED |
| 8 | 5.5 | GED | Fractions | GED |
| 9 | 7 | GED | Fractions | GED |
| 10 | 4.5 | GED | Fractions | GED |
| 11 | 10.0 | GED | Fractions | GED |
| 12 | 9 | GED | Fractions | GED |
| 13 | 5 | 6.5 | Long Division | End of Frac. |
| 14 | 4.0 | 5.0 | Fractions | Decimals |
| 15 | 10 | GED | Mult. of Frac. | GED |
| 16 | 6.5 | GED | Mult. of Frac. | GED |
| 17 | 9.0 | GED | Fractions | GED |
| 18 | 5.5 | GED | Fractions | GED |

**Average gain in reading: 2.2 Grade levels (3,8)**

**Cedarville**

| Student | Beginning Reading Level | Present Reading Level | Beginning Math Level | Present Math Level |
|---|---|---|---|---|
| 1 | 3.5 | 8th | Fractions | Ratios & Prop. |
| 2 | Primer | 1st | Mult. of whole #'s | Long Division |
| 3 | 5.5 | 8th | Long Division | Percents |
| 4 | Primer | 1st | Mult. of whole #'s | Fractions |
| 5 | Primer | 2nd | Addit. of whole #'s | Mult. of Nos. |
| 6 | 8.5 | GED | Div. of whole #'s | GED |
| 7 | 5.0 | 7.0 | Fractions | Percents |
| 8 | 6.0 | GED | Fractions | GED |
| 9 | Primer | 3rd | Long Division | Div. Fractions |
| 10 | 5.5 | GED | Fractions | GED |
| 11 | 6th | 8th | Fractions | Percents |
| 12 | 9th | 11th | Fractions | Percents |
| 13 | 8th | 10th | Fractions | Percents |
| 14 | 3rd | 6th | Mult. of whole #'s | Div. of Frac. |
| 15 | 10.5 | GED | Fractions | Fractions |
| 16 | 7.5 | 9.0 | Long Division | Div. of Frac. |
| 17 | 11.0 | GED | Addit. of whole #'s | Fractions |

**Average gain in reading: 2.2 grade levels (2.6)**

**Millville**

| | | | | |
|---|---|---|---|---|
| 1 | 4.5 | 6.0 | Long Division | Mult. of Frac. |
| 2 | 4.0 | 6.0 | Long Division | Decimals |
| 3 | 3.5 | 4.0 | Mult. of whole #'s | Division |
| 4 | 5.5 | GED | Fractions | Algebra |
| 5 | 8.5 | GED | Fractions | Algebra |
| 6 | 6.0 | 8.0 | Mult. of whole #'s | Decimals |
| 7 | 7.0 | GED | Fractions | Decimals |
| 8 | 7.5 | GED | Mult. of Frac. | Decimals |
| 9 | Primer | 3.0 | Sub. of whole #'s | Long Div. |
| 10 | 4.5 | 9.0 | Fractions | Percents |
| 11 | 5.0 | 6.0 | Long Division | Fractions |
| 12 | 7.0 | 9.0 | Fractions | |
| 13 | Primer | 2.5 | Mult. of whole #'s | Fractions |
| 14 | 4.0 | 6.5 | Mult. of whole #'s | Fractions |
| 15 | 6.5 | GED | Fractions | Fractions |
| 16 | 10.0 | GED | Fractions | Fractions |
| 17 | 10.0 | GED | Fractions | Fractions |
| 18 | 2.0 | 3.0 | Fractions | Fractions |
| 19 | 5.0 | 7.0 | Sub. of whole #'s | Long Div. |
| 20 | 4.5 | 6.0 | Mult. of whole #'s | Fractions |

Millville (Cont.)

| Student | Beginning Reading Level | Present Reading Level | Beginning Math Level | Present Math Level |
|---|---|---|---|---|
| 21 | 7.0 | GED | Fractions | Fractions |
| 22 | 7.5 | 9.0 | Sub. of whole #'s | Percents |
| 23 | 6.0 | 8.0 | Long Division | Decimals |
| 24 | 6.0 | 8.0 | Sub. (borrowing) | Long Div. |
| 25 | 7.0 | 8.0 | Fractions | Div. of Frac. |
| 26 | 2.5 | 4.0 | Addit. of whole #'s | Long Div. |
| 27 | 5.5 | 7.0 | Long Division | Mult. of Frac. |
| 28 | Primer | 3.0 | Long Division | Decimals |

Average gain in reading: 2.0 grade levels (2.5)

Other Centers

| | | | | |
|---|---|---|---|---|
| 1 | Primer | 2nd | Subt. of whole #'s | Long Div. |
| 2 | 6.5 | GED | Percents | GED |
| 3 | 4.0 | 4.0 | Mult. | |
| 4 | Primer | Primer | Fractions | |
| 5 | Primer | Primer | Fractions | |
| 6 | 6.0 | GED | | |
| 7 | 5.5 | GED | | |
| 8 | ESL | Woodbine | Long Div. | Fractions |
| 9 | 7.0 | 9th | Fractions | Fractions |
| 10 | 3.5 | Woodbine | Fractions | Fractions |
| 11 | 3.5 | Woodbine | | |
| 12 | ESL | Woodbine | | |
| 13 | 1st | 3rd | Mult. of whole #'s | Fractions |
| 14 | 6th | GED | Fractions | Percents |
| 15 | 6th | 8th | Fractions | Percents |
| 16 | 3rd | 6th | Mult. of whole #'s | Fractions |

Average gain in reading: .9 grade levels (2.2)

NOTE: Grade Level Achievement computed for students below the GED Level. Scores in parentheses ( ) represent achievement levels for all students if GED is equated with a 12th year Reading Level.

## Student Comments About the Program

Instructors were encouraged to discuss student reactions to the program with the students. The Evaluator also talked to students during observations to obtain subjective information which was used to complement the objective data available.

Student comments included:

Cedarville Center

1. Enjoyed the class, liked everything about it. Thinks there should be more classes, wants to continue.

2. Like the class, but couldn't attend all the time because of work.

3. Good program. Did not like to be so close to the slow readers; hard to concentrate when teacher worked with slow students. Particularly liked the convenience of the location of the class.

Haleyville Center

1. Really liked the class and learned a lot. Good communication and teamwork between teacher and students.

2. I made a lot of progress and felt that I knew what I was doing. Things are explained and teachers work along with you.

Millville Center

1. Really like the class; it helped with the job. Got a salary increase because she did well in the tests she had to take to qualify. Feel the program meets individual needs.

2. Couldn't believe how much the program had done for her at age 73. Pleased with the progress.

Port Elizabeth

1. Liked the way instructors helped students and answered questions. Felt more comfortable than in the GED class that was attended for four sessions.

2. Didn't like the class; thought they would learn to read in two weeks like it says on television.

Port Norris Area

1. Enjoyed the program; transportation problems prevented attendance at Millville when transferred to that center.

## SAMPLE OBSERVATION

Site: Cedarville

Instructors: Marguerite Edwards, Dolores Walker

Date: September 30, 1977

No. of Students in Attendance: 16

Instructional Materials: Dr. Spello, Reader's Digest, Bible, Be A Better Reader Series, SRA Reading Kits, Be Informed Series, Teacher Prepared Materials, Arithmetic Skills Workbook

Instructors arrived at approximately 6:45 P.M., started the coffee pot and organized the instructional area. The instructional area was a light, airy basement in the Municipal Building which is also known as the Grange Hall. Long tables and fairly comfortable chairs afforded the opportunity for students to work in groups or individually. There was sufficient space for students to confer with their instructors or volunteer tutor without distributing their neighbors.

Instructors and tutors moved among the students, assisting where needed. Explanations were given, assignments made, completed work was checked and additional material was assigned when it was determined that a skill had not been mastered. Three students were helping each other with a vocabulary lesson; two GED students were working together on a reading assignment. It was observed that one elderly lady was using her Bible as instructional material; a simplified version had been provided in addition to the St. James edition. Interestingly enough, a young boy about ten years old is a regular attendee. He is not related to any of the adult students, but seems to have decided to attend on his own initiative.

At "break time", coffee was served along with the cake that had been baked by a student; the rapport between students, instructors and tutors that was apparent at break time was evidenced throughout the evening. It was noted

that A-V aids and manipulative materials might enhance the quality of instruction; the observer does understand the problem that instructors face in transporting materials, but suggests that some effort be made to supplement the printed materials.